



# ARIZONA DEPARTMENT OF EDUCATION

## Procurement Section

1535 West Jefferson Street, Bin #37

Phoenix, Arizona 85007

## CONTRACT/AGREEMENT MODIFICATION

1. AGREEMENT NO.: ED04-0040	2. MODIFICATION NO.: 02	3. EFFECTIVE DATE: June 29, 2005	4. PROGRAM OFFICE: AST
5. CONTRACTOR NAME AND ADDRESS: CTB/McGraw Hill, LLC 20 Ryan Ranch Road Monterey, CA 93940			
6. AUTHORITY FOR MODIFICATION: Special Terms and Conditions No. 2.			
7. PURPOSE OF MODIFICATION: To revise contract amount to include delivery of individualized high school study guides for fall 2005.			

### 8. THE ABOVE REFERENCED AGREEMENT IS HEREBY MODIFIED AS FOLLOWS:

Pursuant to Special Terms and Conditions no. 2, the contract is revised as follows.

- A. CTB shall deliver additional AIMS materials for test preparation consisting of (1) individualized study guides in print for students who failed the AIMS in Grades 10 and 11 in spring 2005 and (2) individualized study guides available online for students who fail the AIMS re-test in Grades 11 and 12 in fall 2005. These materials consist of individual booklets to prepare the student for the AIMS mathematics, reading and/or writing subtests.
- B. The agreed price for the program (including booklets, collateral materials, and training) is \$30/student times the sum of (1) the number of students who failed the AIMS in Grades 10 and 11 in spring 2005 and (2) the number of students who fail the AIMS re-test in Grades 11 and 12 in fall 2005. The total for this change shall not exceed \$2,100,000. The materials for the fall 2005 retests shall be distributed no later than September 19, 2005, and the materials for the spring 2006 tests shall be distributed in adequate time to provide the students with appropriate opportunity to learn prior to the spring 2006 retests. As a condition hereof, Arizona Department of Education shall provide any necessary information or approvals to the contractor or its subcontractor in a timely manner upon reasonable request.
- C. This modification incorporates by reference the proposal from the contractor's subcontractor, The Grow Network/McGraw-Hill, received via email from Tisha Pryor dated June 9, 2005 and attached hereto. In accepting this modification, the contractor agrees to remove the legend from the document that marks it as being "Confidential and Proprietary" and that this document is a public document under Arizona law.

9. EXCEPT AS PROVIDED FOR HEREIN, ALL TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT/AGREEMENT NOT HERETOFORE CHANGED AND/OR MODIFIED REMAIN UNCHANGED AND IN FULL EFFECT.

IN WITNESS WHEREOF THE PARTIES HERETO SIGN THEIR NAMES IN AGREEMENT.

CONTRACTOR: CTB/McGraw Hill, LLC	ARIZONA DEPARTMENT OF EDUCATION:
SIGNATURE OF AUTHORIZED INDIVIDUAL: 	SIGNATURE: 
TYPED NAME: Art Shively	TYPED NAME: Douglas C Peebles, MBA, CPPB, CPCM
TITLE: Senior VP Finance	TITLE: Procurement Administrator
DATE: 7/11/05	DATE: July 11, 2005





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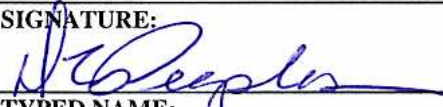
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TITLE: Senior VP Finance	TITLE: Procurement Administrator
DATE:	DATE: July 11, 2005



**The Grow Network**

# **Implementing Personalized Study Guides in Arizona: Ensuring the Opportunity to Learn for Arizona's High School Students**

Submitted by:

The Grow Network/McGraw-Hill  
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## I. INTRODUCTION: GROW AND ARIZONA

Across our country, state high school exit exams are gaining increased prominence as the call for higher standards and greater accountability resonate nationwide. In the three years since the No Child Left Behind Act was signed into law, 20 states have implemented exit examinations to determine high school graduation, and five more planned to phase in exams by 2009 (Center on Education Policy, 2004). Yet, while state exit exams gain increasing influence, there remains much work to be done to help students meet the challenge of these exams. In its 2004 report on state exit exams, the Center on Education Policy (CEP) reported that “ensuring that students who must take exit exams have adequate opportunities to learn the material being tested is the next great challenge states with exit exams face.” And of the five recommendations made by CEP, the first indicates that states should do more to increase direct resources for students:

[W]e advise states to consider developing and funding remedial programs and materials for students issuing study guides, computer-based tutorials, and sample test questions, and providing other supports to help prepare students for the tests.<sup>1</sup>

Arizona is among many states currently engaged in major policy efforts to ensure such support for its students. With the graduation requirement of the Arizona Instrument to Measure Standards (AIMS) taking effect for the class of 2006, the AIMS tutoring fund is one such initiative to ensure that all students who require additional support receive the help they need and have equitable opportunity to meet the new graduation standard.

At The Grow Network/McGraw Hill (“Grow”), we have developed an innovative resource that can substantially advance Arizona’s efforts by speaking directly to students about their assessment results. Grow has designed a Personalized Study Guide that engages students directly in their own learning and growth by linking each student’s assessment data with custom resources — aligned to the standards — that support an individualized learning pathway.

The Personalized Study Guide is a research-based extension of our assessment reports for educators — the efficacy of which has been corroborated by third-party research. It provides students clarity about their strengths and weaknesses and clear strategies for meeting their learning needs. In addition, companion educator guides, professional development, and resources and outreach for parents ensure a network of support to help each student succeed. Combined, these resources can have an enormous impact on students’ chances of success by providing a **personalized plan of action for students, educators and parents.**

In this proposal, we outline a comprehensive plan for the state of Arizona to deliver Personalized Study Guides to all 10<sup>th</sup> and 11<sup>th</sup> grade student who fails the AIMS test. The full program will include:

- **Printed Personalized Study Guides for all 10<sup>th</sup> and 11<sup>th</sup> graders** who fail the spring 2005 administration of the AIMS test;
- **Personalized Study Guides online for all students** who fail the fall 2005 re-test administration of the AIMS test;

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<sup>1</sup> Keith Gayler, Naomi Chudowsky, Madlene Hamilton, Nancy Kober and Margery Yaeger, *State High School Exit Exams: A maturing reform*. Washington, D.C.: Center on Education Policy. 2004.

- **Additional online tools** including capacity to generate replacement Study Guides for students and educators; additional resources developed by the Department for students, parents, and educators;
- **Companion Educator Guides;**
- **Professional Development** (including training and materials);
- **Parent Communication and Outreach** (including workshops and translated resources).

## II. BACKGROUND: ABOUT THE GROW NETWORK AND PERSONALIZED STUDY GUIDES

Grow was founded more than five years ago with the unique mission of transforming standardized assessment results into meaningful opportunities to improve student learning. This work began in New York City, and over the past five years Grow has led the nation in creating personalized assessment reports aligned with instruction for families, teachers, and educational leaders throughout diverse states and districts. Today, Grow provides customized reports and resources in support of **more than 20% of tested students nationwide**. Grow's customized strategies help stakeholders build on past performance, rather than "teach to the test," in order to enhance teaching and expand learning.

Our sound, large-scale project history includes the following clients:

STATES	PROJECT SCOPE
<i>State of California</i>	A reporting partner to the State of California since 2003, Grow has sole responsibility for the design, production, and distribution of reports for the parents of almost five million students in the STAR program, with additional copies for schools. The California Parent Report is the largest K–12 reporting project in the nation. Grow also delivers the California Teacher Report, the first report in the history of the STAR program designed especially for informing teachers about assessment results in the context of the state's academic standards.
<i>State of Texas</i>	Grow provides personalized study guides for the more than 100,000 Texas students who fail the high school exit-level exam. Based on the students' topic-by-topic results on the exam, Grow creates an entirely personalized guide, from 40 to 120 pages long, to guide the student through key areas of weaknesses and strength in preparation for the re-test.
<i>State of Florida</i>	Beginning in the 2004-2005 school year, Grow will deliver customized reporting for parents, educators, and administrators statewide as part of the newly awarded FCAT contract.
<i>State of Nevada</i>	Since the 2003-2004 school year, Grow provides detailed assessment reporting and instructional guidance to educators and parents in each of Nevada's 17 school districts.



STATES	PROJECT SCORE
<i>State of New Jersey</i>	Grow provides all of the highly secure and time-sensitive printed reports for the standardized assessment program operated by ETS in Grades 3 and 4 for more than 200,000 students.
<i>State of New Mexico</i>	Starting in the 2004–2005 school year, Grow provides all of the test reports for the standardized assessment program operated by Harcourt Assessment, Inc. in Grades 3–8.
<i>State of Ohio</i>	In 2005, Grow was awarded a contract to design a personalized assessment reporting system for the state of Ohio. As part of this contract, Grow will deliver instructional reports and web tools based on the results from the Ohio Graduation Test. Grow will provide Ohio with a unique, integrated system of print and web reports and tools to help families, educators, principals, and superintendents understand and act upon this assessment data.

DISTRICTS	PROJECT SCORE
<i>New York City, New York</i>	Grow provides printed reports, content-rich instructional materials, and web tools to the parents, teachers, school leaders, and administrators of approximately 500,000 tested students throughout the ten regions and five boroughs of New York City. Grow is now in its fifth year of service to the city.
<i>Chicago, Illinois</i>	Grow is in its third year of service to the parents, teachers, school leaders, and administrators throughout the city of Chicago, covering approximately 200,000 tested students.
<i>Prince George's County, Maryland</i>	Grow provides printed reports, instructional materials, and other web resources to educators and parents based on the results of the Maryland State Assessments. We also provide customized explanations of schools' Adequate Yearly Progress results for parents/guardians of Prince George's County students.

Grow's Educational Content team applies best practices and proven principles to develop Grow's original content. Grow's work in reporting data and producing instructional content has required highly rigorous review processes, both internally and externally. Reporting assessment results and providing instructional content related to those results have to meet an extremely high bar of appropriateness and alignment to the standards. New York City, California, Chicago, and Nevada all have submitted our custom instructional material for intensive review. We have been very successful at working with states and large districts because they have found that we can respond to their specific standards and needs without sacrificing accuracy or quality.

## **A. Grow's Capacity and Commitment to Innovation**

Our experience in developing integrated reporting systems for states and districts is distinguished by a mission to encourage the thoughtful use of data to inform instruction and learning. In every project, we have employed sound technology, extensive user research and feedback, and a flexible, collaborative approach to develop personalized assessment reporting protocols that facilitate targeted instruction and academic achievement. Grow has devoted more than \$20 million to build a technical infrastructure for fast, accurate, and flexible print and web publishing system that is unparalleled in the education field. This robust technical platform enables us to personalize the reports and tools for every family, educator, and administrator, and also to make last-minute changes based on client input.

While other companies have developed simple, off-the-shelf software for publishing test results in a fixed format, we continuously enhance our offerings based on research from the field and client need. The distinctive organization and approach of Grow has gone hand-in-hand with in-depth experience in partnering with states and districts to transform assessment results and instructional tools. While many firms have experience reporting data, Grow's experience in redesigning, producing, and distributing truly customized instructional resources in print and online is unique.

Since our inception, Grow has done much more than just present and analyze data; we have informed, educated and motivated key audiences to improve teaching and learning. Specifically, we have:

- Transformed assessment reports into personalized guides that help each stakeholder turn data into action;
- Created an integrated system of instructional resources to enrich stakeholders' understanding of standards and provide a customized approach for building on past achievement to increase measured academic gains;
- Designed professional development programs to help educators and educational leaders use data to improve building performance and to communicate with families about students' strengths and weaknesses;
- Established effective partnerships with local educational organizations, community groups, and other institutions.

## **B. Innovative Personalized Study Guides Based on Extensive Research**

At Grow, we understand that in order to be meaningful, our innovation must be based on research. To ensure that we are meeting expectations, we have conducted intensive focus groups to continuously improve our client deliverables. For example, we have conducted focus groups with California parents in collaboration with ETS and the California Department of Education to gather targeted feedback on our deliverables. In other markets, we have conducted hundreds of professional sessions and focus groups with educators and administrators, from which we have gained rigorous information about how to improve our tools to enhance instruction.

Research supporting Grow's work in communicating with families and educators include:

- Harvard Graduate School of Education professor Richard Murnane conducted an independent study for New York State. He observed that: "We were struck by the extent to which New York City educators [used] Grow's paper reports. Indeed, all of the school-based



personnel we interviewed showed us folders and binders containing not only the paper reports provided by Grow but also printouts from the Grow website.”<sup>2</sup>

- The Consortium on Chicago School Research, in 2003, included questions about Grow on its annual survey of school teachers and principals. In its first year of implementation, both groups had used Grow, found it useful in planning and communicating with parents, and believed it was a priority in their schools.<sup>3</sup>
- Public Agenda, the leading non-profit that surveys public attitudes toward education, reviewed Grow’s Parent Report in 2003 and concluded: “At Public Agenda, we have spent many years studying what parents know and believe about education. What immediately excited me about Grow’s Parent Report is that it clearly responded to all we know about the kinds of information parents want and will find useful.”<sup>4</sup>
- A two year study of Grow in New York City, funded by the Carnegie Corporation (Pasnik & Keisch, 2004) found that:

As a tool, the Grow Report tries to underscore the ways in which test data can be used to inform instruction, not just accountability. It provides a format that builds a bridge between standards, testing results, and instructional strategies, and gives educators guidance on constructing a rationale for differentiating instruction.

Teachers use the testing data provided in the Grow Reports to plan activities, lessons, and units. They sometimes use it as a starting point for conversations with students, parents, specialists, and administrators. Mostly, teachers use test data to allocate their own resources: time, attention, practice, and homework.<sup>5</sup>

It is precisely teachers’ use of Grow Reports to engage students in a conversation about their strengths and weaknesses that led to the development of the Personalized Study Guide. Through our work in Chicago, we found that the most successful principals used personal information about students’ growth to propel student achievement. As reported in *Education Week*:

Brian D. Schulz, a 5th grade teacher at the 400-student Richard E. Byrd Community Academy in Chicago, says that ... he’s found that ‘Grow provides an avenue to really help students.’

Mr. Schulz, who was previously a performance manager in the corporate world, uses the Grow information to make individual learning workbooks for his students. Although he doesn’t attribute the results to the Grow tools alone, he notes that at the beginning of the last school year, none of his students tested at or above the national norms on the Iowa Tests of Basic Skills, administered in the Chicago district. After using the customized learning books based on Grow’s information, 47 percent of his students tested at or above the national norm in mathematics.<sup>6</sup>

In creating the new Personalized Study Guide product, Grow not only drew on the empirical success of our past work but also on specific research findings from leading nationally recognized

<sup>2</sup> Richard Murnane and Nancy S. Sharkey, “Learning from Student Assessment Results: Lessons for New York State,” February 2004. <http://www.albany.edu/edfin/Murnane-Sharkey%20Policy/%20brief.pdf>

<sup>3</sup> John Q. Easton and Stuart Luppescu, Consortium on Chicago School Research. “Teacher Responses to the Grow Reports: A Preliminary Evaluation of Grow Network Use in Chicago Public Elementary Schools.” January 2004.

<sup>4</sup> Deborah Wadsworth, Senior Advisor, Public Agenda, from a reference letter dated October 7, 2003. Full version available on request.

<sup>5</sup> Pasnik, S. & Keisch, D. (2004). *Teachers’ domain evaluation report*. New York: EDC Center for Children & Technology.

<sup>6</sup> Lynn Olson, Education Week. “User-Friendly Reports on Student Test Scores Help Guide Instruction”, May 2004.

educational researchers. In three specific ways, Study Guides' content and design are grounded in third party observational research and controlled experiments about how students learn and how they can be instructed most effectively.

- The Study Guides' particular focus on academic standards and achievement draws specifically on research concerning **student goal definition and goal attainment**.

Best known from the work of researcher Robert Marzano (1998), this research has found that students learn best when two goals are achieved:

1. Policymakers and educators communicate a clear set of expectations about what students should learn; and
2. Policymakers and educators provide clear feedback on how students are progressing towards meeting those goals.

This meta-analysis found that instructional techniques that provided students a clear understanding of learning expectations resulted in a student achievement gain of 34%:

[I]nstructional techniques employing the goal specification functions had an effect size of 1.00 across the knowledge domains ..., indicating a percentile gain of 34 points. *The simple act of setting clear instructional goals ... produces significant gains in student learning. Added to this, providing feedback to students regarding the strategies they have selected to complete a task and the effectiveness with which they are utilizing those strategies produces an overall effect size of .72, indicating a percentile gain of 26 points.*<sup>7</sup>

- Grow's emphasis on particular topics and skills is also supported by the body of research concerning **test anxiety**.

Students are often nervous about taking examinations, and this nervousness has been found to have a negative impact on performance. Test anxiety can reduce the efficacy of tests in measuring what students actually know. The research on reducing test anxiety indicates that the best approach is not pursuing psychological or social interventions to make students feel generally better about themselves, but rather, to help them work on the skills with which they need the most help, so that when they come up on the test, they will be familiar with them (Ergene, 2003<sup>8</sup>). The Study Guides are designed to address this issue by identifying areas where students need to practice and providing them the opportunity to improve these skills.

- Finally, the organizational structure of Grow's Personalized Study Guides builds on a third body of research: studies about **self-confidence and self-concept**.

The preponderance of research in this area suggests that students' beliefs about what they are capable of are not of a general nature; students can not be characterized as feeling "good" about themselves or "bad" about themselves. Rather, students attach their self-confidence to specific topics and skills, such as "I am good at working with numbers" or "I have trouble solving algebraic equations" (Marsh & Yeung, 1997<sup>9</sup>). These forms of

<sup>7</sup> Robert J. Marzano. (1998). *A Theory-Based Meta-Analysis of Research on Instruction*. Aurora, Colorado: Office of Educational Research, Department of Education.

<sup>8</sup> Turcay Ergene, "Effective Interventions on Test Anxiety Reduction: A Meta-analysis." *School Psychology International*, Volume 24, Number 3, pp. 313-328, August 2003.

<sup>9</sup> Herbert W. Marsh and Alexander Seeshing Yeung, "Casual Effects of Academic Self-Concept on Academic Achievement: Structural Equation Models of Longitudinal Data," *Journal of Educational Psychology*, Volume 89, Number 1, pp. 41-54, March 1997

self-confidence, referred to in the research literature as academic self-concept, are addressed by the Study Guides, which are intentionally organized so that students gradually build up confidence in areas in which they have low self-esteem. They move from the more accessible problems to the more challenging ones.

### C. Grow's Study Guides Already Making Impact in Texas and Nationwide

In 2003, Grow partnered with Texas to deliver Personalized Study Guides to all students failing their Texas Assessment of Knowledge and Skills (TAKS) exit level test. We recently completed our first year of delivery of the personalized study guides to over 100,000 students throughout the state of Texas. Already, key educational and political leaders in Texas have publicly stated that our study guides have made an impact on learning in Texas — also leading to national support and recognition. The following summarizes recent public accolades Grow has received for this important initiative.

1. Commissioner Neeley of Texas credits the guides with substantial improvement in student passing rate and cites excellent reception throughout the field:

85% of the 226,868 seniors have now passed all 4 parts of the exit-level TAKS. ... What's so significant... is this time last year only 72% had passed and we certainly were not proud of those figures. Again, I believe that the Governor's individual study guide . . . that went to every junior that had failed any section of TAKS as you know, they can take it home, they can study online, it's a **fabulous study guide**. ... **We're hearing great results from teachers, from principals, about the positive impact that individual study guide has made for all of our juniors that needed a little help in any section of the test.** But, this time next year, I would love to tell you that 100% had passed, and with the rate we're going, I think we could be very close to that.

Dr. Shirley J. Neeley, Texas Commissioner of Education

2. Building upon the success of the guide for 11<sup>th</sup> graders, Grow has been asked to expand its work in Texas substantially: In fall 2005, Grow will provide personalized guides to all students who have failed the 9<sup>th</sup> and 10<sup>th</sup> grade Texas Assessment of Knowledge and Skills.
3. The National Governor's Association recently showcased the Personalized Study Guide as one of the top ten things that states are doing to reform high schools.

### D. Ongoing Research to Inform Continued Innovation and Efficacy

At Grow, the same rigor that testing companies bring to evaluating items for a test is brought to reviewing the content of our reports and instructional tools. We possess extensive experience working with clients and partners to garner feedback for reports that reflect the standards and are psychometrically sound. For example:

- In California, Grow worked closely with Content Review Panels, as well as the Department of Education, to review all text on Grow's new Teacher Reports, including language that describes the state standards. We have implemented a highly rigorous process of stages of review that are followed for both the data display and the related content. For the first time, Grow's Teacher Report combined content about the standards with data about student performance. That effort was so successful the California State Board asked us to produce a similar report for parents and students the following year.

- In New York City, Grow developed extensive instructional materials in reading and math to enable teachers to use the data to improve their instruction in specific standards. New York City's curricular leadership reviewed all of our instructional materials to ensure that they were fully aligned with the standards and the adopted curricula, as well as appropriate for the very diverse student population of New York City. Judy Rizzo, then Deputy Chancellor of Instruction, concluded at the end of this process: "The content is excellent; it is truly aligned with the standards, and exactly what we are asking teachers to do." Bob Gyles, who led math instruction in Spanish Harlem, had a special interest that we attend to the needs of ELL students in learning math.<sup>10</sup>

We also work closely with our clients, including their psychometricians, to ensure that our reports do not overestimate the data and present the results responsibly and in context.

At Grow, we believe that much of the efficacy of the study guides lies in their articulation of precisely what students need to know to pass their assessments as well as customized feedback on their strengths and weaknesses that is immersed in scientifically-based research. And in order to support continued innovation and growth, Grow is committed to an ongoing program of research to test their efficacy. Grow invested in a Director of Research, to conduct a quasi-experimental study of the effects of the study guides in Texas. If there is interest in Arizona, Grow would also pursue efficacy research specific to the standards, assessments and educational personnel of Arizona, since we do believe that our products need to be responsive to the distinctive educational cultures of different state school systems.

#### **E. Only from Grow**

Grow has built a reporting organization on innovation, backed by our steadfast commitment to provide thoughtful tools to enhance learning for students nationwide. Grow is the **only company** with a demonstrated technical capacity to provide content-rich study guides that are entirely personalized and integrated with state standards. Our Personalized Study Guides have been devised based on our in-house resources, including a staff consisting of psychometricians, content, design, and technology experts. Because we are the only company producing study guides, we can move quickly and can deliver guides throughout Arizona at the beginning of the fall 2005 school year and in advance of the fall re-test.

### **III. OUR PROPOSAL TO ARIZONA: PROJECT SPECIFICATIONS, PRICE, AND IMPLEMENTATION SCHEDULE**

In collaboration with Arizona, Grow proposes to design and deliver custom study guides for all Arizona students who fail the exit-level AIMS: printed guides in late summer for failing students preparing for the re-test in the end of October, and then online guides for students who fail the October re-test. Failing students will receive personalized guides written directly to them, using language and images designed to engage them in an understanding of their own strengths and needs. These guides will advance the opportunity to learn by at once informing students of their challenges and providing them with resources to support their learning goals.

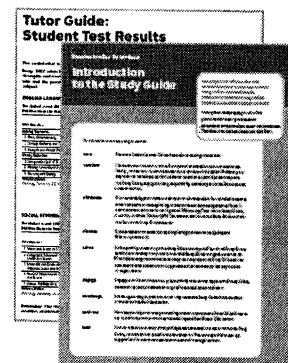
<sup>10</sup> Robert Gyles, Ph.D., former Deputy Superintendent of Community School District 4, Board of Education of the City of New York, from a reference letter dated February 27, 2002. Full version available upon request.



## A. Project Specifications

In print, students receive Personalized Study Guides based on their performance on the Spring AIMS taken in 10<sup>th</sup> and 11<sup>th</sup> grades. These guides include:

- An overview of assessment results, including subject-area scores and results by each standard
- An Individualized Study Planner that helps the student create a study schedule with a teacher
- Focus Sections for each subject area, including:
  - A Warm-up section based on the student's strongest area in a specific subject area
  - A Review section based on the areas in which the student scored "about the same" or "above" the standard score range
  - A Challenge section focusing on the areas in which the student requires the most amount of work
- Tutor and Educator Guides and Resources
- Course planning and graduation requirements
- Personal Plan for Success goal-setting and progress tracking that involves teachers and parents



Online, 11<sup>th</sup> and 12<sup>th</sup> grade students who fail the October re-test will obtain entirely new Personalized Study Guides based on their new results. In addition to receiving individual copies of their Personalized Study Guides, these students can also access additional state-specific resources on our Study Guide Online website. This website also enables students and educators to obtain replacement Student and Educator Guides.

### *Customized Professional Development Programs to Yield Results in Arizona*

Grow's commitment to Arizona does not end with delivering the Personalized Study Guides and additional resources to students. Grow will also provide the Arizona Department of Education with a comprehensive and innovative professional development program. Our aim is to ensure that teachers, instructional leaders, tutors, and parents throughout Arizona can better use the personalized guides to help students succeed. As a core part of our proposal, we will assign Professional Development experts who will be dedicated exclusively to Arizona on a full-time basis.

Our Professional Development team has implemented hundreds of initiatives that have helped educators use our reports and study guides to determine school priorities, enhance instructional practices, and motivate parents to become involved in their children's education. A comprehensive professional development program will ensure that tutors and educators understand how to use the Study Guides in their work with students. Parents will also receive notification of the Guides and will be encouraged to participate in specific sessions to support their involvement in their child's learning; depending on the State's input, this could involve outreach to bilingual parent seminars, PTA/PTSA Council meetings and the public libraries, among other opportunities.

Below we have illustrated a possible blueprint for a targeted professional development initiative for Arizona; however, we will work with you to develop a custom program that is fully aligned to current professional development goals as well as your current tutoring program:

## School Leaders

### Basic PD

- Combined introduction module for study guides
- "Taking Action" mini-cases illustrating next steps for schoolwide implementation
- Current example: The Grow Network: An Introduction for School Leaders, Taking Action Vignettes

### Intensive PD

- School leader case study examining in-depth implementation
- Current example: Dr. Gonzalez case
- Comprehension module guiding Reading and Math coaches on how to coach teachers
- Current example: Extended Response Module for Reading, Extended Response Module for Math

### Reaching School Leaders

- Arizona School Administrators' Association
- Arizona School Board Association
- Sessions with administrators highlighted in state calendar of events in the following categories:
  - Reading Coaches through AZ Reads program
  - Content Coaches, Assistant Principals through School Effectiveness; Best Practices
- Links to Grow PD resources from the Regional Training Centers main page

## Teachers

### Basic PD

- Combined introduction module for study guides
- "Taking Action" mini-cases illustrating next steps for classroom implementation
- Current example: The Grow Network: An Introduction for Teachers

### Intensive PD

- Teacher case study on intensive study guide implementation in the classroom; using Grow products to build school-family partnerships
- Current example: Differentiated Instruction and Mrs. Martin case
- Comprehension-based modules focused on teaching strategies for improving and utilizing higher-order thinking skills in both Reading and Math
- Current example: Extended Response Module for Reading, Extended Response Module for Math
- Possible new modules to connect Grow products to standards-based instruction through School Effectiveness Division: Standards-based Teaching and Learning Center

### Reaching Teachers

- Work with district leaders to embed use of Grow within Professional Development processes and standards; teacher mentoring, pre- and post-observation debriefs
- Work with district and school leaders to convene groups of teachers
- Links to Grow PD resources from Professional Development Leadership Academy calendar
- Locate tutoring officials in counties across AZ for professional development and product training

## Parents\*

### Basic PD

- Combined introduction module for study guides
- Creating an at-home learning plan using the study guides
- Current examples: Introduction to the Study Guides; The Grow Network: An Introduction for Parents

### Intensive PD

- Activity-based workshop for parents and students modeling how parents can actively support learning at home by utilizing activities and resources from Grow products
- Current example: Measurement Scavenger Hunt; Writing How-To Guides

### Reaching Parents

- Accessing Learning Communities
  - Advertisement of sessions in both English and Spanish
  - PD sessions for parents and community members with students (Parent Activity Modules) and without students (Intro to Study Guide)
- Arizona Public Libraries
- Bilingual Parent Seminars
- District PTA/PTSA Council Meetings

*\* Parent resources (handouts, modules, activities) are also available in Spanish*

*Forging Close Collaborations with Community Partners*

Grow has a strong history of working with partners in the communities that we serve. Our strong relationships enable us to stay true to our vision of developing reporting systems that meet the unique needs of the diverse families, teachers, principals, and educational leaders that use them. We have partnered with esteemed organizations such as the New York Public Library, Public Agenda, the Public Education Network, the American Federation of Teachers, the Carnegie Foundation, and the Chicago Public Education Fund. We are prepared to work with the Arizona's education leadership to ensure that similar collaborations are developed across the state to inform, educate, and promote the success of this program.

**B. Cost-Effective Resource for Arizona Students: Same as One Hour of Tutoring**

For the equivalent of one hour of tutoring (\$30), Arizona can provide each failing student with a personalized plan for action and success, together with tools for tutors, educators, and parents.

The guides are not only inexpensive, they also can improve the effectiveness of the tutoring program and reduce overall tutoring costs. For the first time, all failing students will receive specific and personal tools to help them address their specific needs — and they can work on those needs individually or with targeted tutorial assistance.

Each year, Grow will provide the Study Guides in two different waves:

- **Students who fail the spring administration:** The first set of Personalized Study Guides will be produced in print. These guides will be sent in late summer to students who failed the spring administration of the High School AIMS in Grades 10 and 11. In 2005, the number of students receiving these guides will be approximately **52,000**.
- **Students who fail the fall re-test administration:** The second set of Personalized Study Guides will be made available to students online. In late fall, these guides will be made available to students who fail the fall re-test administration of the High School AIMS in Grades 11 and 12. In the past, the overall failure rate of students on the re-test administration has been high — more than 85% — which would imply more than **44,000** students in 2005. Based on this past data, and even being highly conservative, we can safely assume that far more than **18,000** students will fail the re-test administration.

Based on the conservative estimate of 70,000 students (52,000 spring + 18,000 fall), we will commit now to the comprehensive first year price of \$2.1 million or \$30/student. In future years, we would charge \$1.9 million per year.

2005-2006	2006-2007	2007-2008
\$2,100,000	\$1,900,000	\$1,900,000

Grow's prices cover the following specified services:

- Requirements, design, and content customization for:
  - Personalized Study Guides
  - Companion Guides for educators
  - Professional Development materials
  - Communications materials for parents
- Psychometrics and data analysis
- QA test plan for print and online materials
- Test deck for print and online materials
- Data extraction, transformation, and loading
- Comprehensive quality assurance

- Secure printing and packing
- Distribution
- Web operations and maintenance
- Package tracking and customer support

### C. Implementation Schedule

From July to early August, Grow will work closely with Arizona to establish the roll-out strategy, manage data transfers, and obtain sign-off of all relevant content in the Study Guides. Grow will then publish, provide quality assurance, and print all of the Personalized Study Guides in August, and pack and send them via express mail to all Arizona schools in September. As shown in the project schedule below, the project timing can be even earlier, with all school deliveries completed in August, assuming that Grow and Arizona can coordinate to minimize any delays based on sign-offs and approvals.

Preliminary Schedule for Design, Build and Launch of Arizona Personalized Study Guides

TASK NAME	DURATION
Project Initiation	4 days
Customer Requirements	5 days
Project Requirements	5 days
Architecture Phase	3 days
Data Interface Finalized	3 days
Content and Professional Development Creation	30 days
Client Review	5 days
Prototype Creation	19 days
Final Content and Professional Development	5 days
Software Development	30 days
Web Development	23 days
Print Development	30 days
Quality Assurance	12 days
Operations Phase	24 days

Professional Development will be timed to take place prior to each administration of the test. We will work with the State to make adjustments as needed.

Preliminary Schedule for Professional Development Implementation

ACTIVITY NAME	DURATION
Fall Workshops to include the following activities:	76 days (per cycle)
<i>Educator sessions for Teachers, Instructional Leaders and School Administrators</i>	
<i>Outreach and workshops for Tutoring Providers</i>	
<i>Parent/Family Workshops</i>	
Formative Feedback	
<i>Survey Administration</i>	
<i>Focus Group Interviews</i>	



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